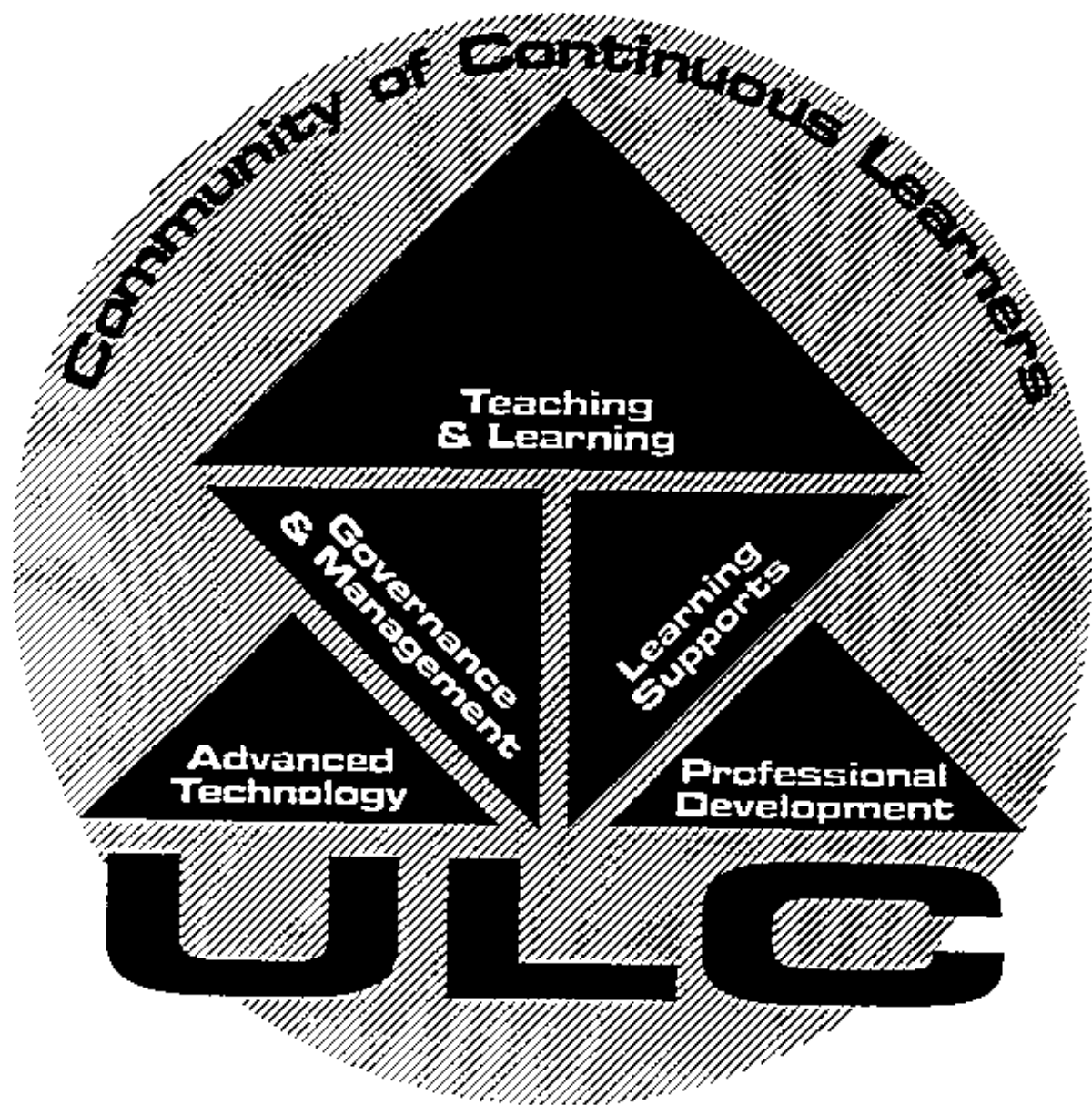


Urban Learning Centers



A New American School Design

Rebuilding Community
A Guidebook
for
Learning Supports

**Urban
Learning
Centers**

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*"What the best and wisest parent wants for (his/her) own child, that must the community want for all its children. Any other idea... is narrow and unlovely."
-John Dewey*

SECTION 1: WHAT IS THE LEARNING SUPPORTS COMPONENT?

Everyone understands the need to reduce behavioral and emotional problems, absenteeism, drug abuse, dropouts, teen pregnancy, violence, and so many other difficulties that interfere with learning and performing well at school. These problems are barriers to learning. If schools are to improve and if students are to learn and succeed, such problems must be addressed. However, most educational reforms focus primarily on the instructional and management components of schooling without giving sufficient emphasis to students' attitudinal and motivational problems that may be unrelated to curriculum and instruction.

As a result, in daily practice the limited resources available for addressing barriers to learning are uncoordinated and fragmented; this squanders valuable assets and undermines efficiency. By incorporating the Learning Supports component into school restructuring efforts, the Urban Learning Centers design offers a comprehensive model for reform which addresses this critical area.

Given the various factors that can interfere with learning and performance, a school program committed to the success of all children and youth must be designed with a wide array of activities to address barriers to learning and teaching. Ideally,

A guidebook is not a blueprint. Rather, it is similar to an architect's notes and sketches. Use it flexibly and in ways that respond to the unique characteristics of your setting and stakeholders. All Urban Learning Centers will work with an Urban Learning Centers Technical Assistance Team when beginning the implementation process. This guidebook is meant as a reference, not as a replacement for technical assistance.

such efforts should be implemented as a comprehensive and integrated whole.

Because the intent is to enable and support learning, this facet of educational reform has been dubbed the Learning Supports component. In the Urban Learning Centers design, this component is one of the three essential cornerstones of the model (the other two are Teaching and Learning and Governance and Management). The component's mission is to *enable schools to teach and students to learn by addressing factors that interfere with learning and performance*. The focus is on preventing and correcting learning, behavioral, emotional, and health problems. Through integration with the component, there is a strong emphasis on the promotion of healthy development in all areas: academic, social, emotional, and physical. Accomplishing such a mission means restructuring existing support resources and establishing collaborations with community and home resources in ways that move:

The mission of the Learning Supports Component is to enable schools to teach and students to learn by addressing factors that interfere with

From narrowly focused activity *to* a comprehensive approach

From fragmented *to* coordinated and increasingly integrated intervention

From problem-specific and specialist-oriented services *to* less categorical, cross-disciplinary programs

From activity that is viewed as supplementary *to* a full-fledged integrated component that is understood as primary and essential to enable and support learning.

In this way, limited resources can be used more effectively and efficiently. Optimally, the Learning Supports component emerges from what is already available at a site and expands it by working to integrate school and community services and enhancing access to community programs.

Learning Supports Activity Clustered Into Six Areas

The Learning Supports component of the Urban Learning Centers design includes six areas of integrated activity that are supported by the Moving Diamond concept. This grouping of activity emerged from reviews of existing and desired services and programs (for further reading, see the Annotated Bibliography). These six areas, listed below, are described in more detail on the following pages.

Classroom-focused Learning Supports

Student and family assistance through direct services and referral

Crisis assistance and prevention

Support for transitions

Home involvement in schooling

Community outreach for involvement **and support** (including volunteers)

1 - Classroom-Focused Learning Supports

When a classroom teacher encounters difficulty working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and/or with added home involvement. Thus, the emphasis is on enhancing classroom-based efforts to support learning by increasing teacher effectiveness for preventing and handling problems in the classroom.¹

Professional Development activities that increase a teacher's array of options for dealing with a wide range of individual differences can include accommodative and compensatory strategies, peer tutoring, the use of volunteers to enhance social and academic support, resource and itinerant teachers, and counselors in the classroom. The two main aims of classroom-focused learning supports are increasing teachers' abilities to effectively instruct diverse learners, including those identified as needing special education, and reducing the need for special services.

Work in the area of Classroom-Focused Learning Supports requires (see Appendix A for specific examples):

Professional development for teachers, aides, volunteers, and others in how to use a variety of teaching and assessment strategies to reach all students

Ways to expand resources in support of a variety of instructional activities

Programs for temporary out-of-class help to assist students who

¹Besides Classroom-Focused Learning Supports, the regular classroom curriculum should focus on fostering socio-emotional and physical development. This focus is an important element of any effort to prevent learning, behavioral, emotional, or health problems.

2 - Student and Family Assistance Through Direct Services and Referral

Of course, some problems cannot be handled without special interventions -thus the need for student and family assistance. The emphasis is on providing special, personalized services to assist with a broad range of needs. To begin, available social, physical and mental health programs in the school and community are used. As community outreach brings in other resources, they are integrated with existing programs. Special attention is paid to enhancing systems for triage, case and resource management, direct services to meet immediate needs, and referrals for special services, as appropriate.

An invaluable site for this activity is a school-based Family and Community Center (see p. 15 for details). The intent of such a center is to ensure that effective assistance is provided when necessary and appropriate.

Work in the area of Student and Family Assistance through Direct Services requires:

- Information on assistance available to parents and teachers. Ideally, such information would be readily available in any database such as FASTNet. The FASTNet software and database offers schools the ability to find and access services to help children and their families

- A programmatic approach for handling referrals (including use of strategies designed to reduce the need for special intervention)

- Programs providing direct services, such as a Family and Community Center on-site or access to community health clinics

- Programmatic approaches for effective case and resource management such as the Client Tracking System. The Client Tracking System is a case management system that provides school staff and agency personnel with the means to continuously track and monitor the progress of client referrals while generating reports summarizing case information.

- Community outreach to recruit and assimilate additional resources into current service delivery

- Relevant education for all stakeholders (parents, students, teachers, administrators, staff, and community members)

3 - Crisis Assistance and Prevention

The emphasis is on preventing, responding to, and minimizing the impact of crises. A school-based Family and Community Center provides a staging area for some of this programmatic activity. Intended outcomes of crisis assistance include ensuring that immediate assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate. The outcomes of prevention activities are reflected in the creation of a safe and productive environment for learning and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety.

Work in the area of Crisis Assistance and Prevention requires (see Appendix A for specific examples):

Systems and programs for crisis response at a site, at several schools in the same locale, and community-wide (including a program to ensure follow-up care)

Prevention programs for combating suicide, school violence, and child abuse

Relevant education for stakeholders (parents, students, teachers, administrators, staff, and community members).

4 - Support for Transitions

The emphasis here is on planning, developing, and maintaining a comprehensive focus on the variety of transitions confronting students and their families. Common transitions include major school changes, grade level changes, exit from bilingual or sheltered English programs, transitions to or from special education, and school-to-work. Anticipated outcomes of activity in this area include reduced levels of alienation from school, increased levels of positive attitudes towards school, and increased involvement in a range of learning activities.

Work in the area of Support for Transitions requires (see Appendix A for specific examples):

Programs to establish a welcoming and socially supportive community, especially for new arrivals

Programs to help students and their families through each new step in formal education

Before-school, after-school, and intersession programs to enrich learning and to provide recreation in a safe environment

Relevant education for stakeholders (parents, students, teachers, administrators, staff, and community members).

5 - Home Involvement in Schooling

Home involvement in schooling focuses on enhancing parental support by providing adult learning opportunities (English classes, computer skills, work skills, mutual support groups), mobilizing parents as problem-solvers (parenting classes, instruction in helping with schoolwork), and eliciting help from families in addressing the needs of the community. The context for some of this activity may be a Parent Center, which can be part of the Family and Community Center. Outcomes in this area include measures of parent learning, indices of student progress, and community involvement in school as a result of home engagement.

Work in the area of Home Involvement in Schooling requires (see Appendix A for specific examples):

Programs to address specific learning and support needs of adults in the home

Programs to help those in the home meet their basic obligations to the student

Systems to improve communication between school and home about matters essential to the student and family

Programs to enhance the home-school connection and sense of community

Interventions to enhance participation in making decisions at the Learning Center that are essential to the student

Programs to enhance home support related to the student's basic learning and development

Interventions to mobilize those at home to solve problems related to student needs

Interventions to elicit help (support, collaborations, and partnerships) from those at home with meeting classroom, school, and community needs

Relevant education for stakeholders (parents, students, teachers, administrators, staff, and community members).

6 - Community Outreach for Involvement and Support (including Volunteers)

Reaching out to the community requires building links and collaborations, developing greater involvement in schooling, and enhancing support for efforts to enable learning. Public and private community agencies, universities, colleges, organizations, facilities, businesses and professional organizations and groups, and volunteer service programs are all candidates for outreach. Outcomes include measures of community participation and indices of student progress and community enhancement related to use of volunteers and use of additional community resources.

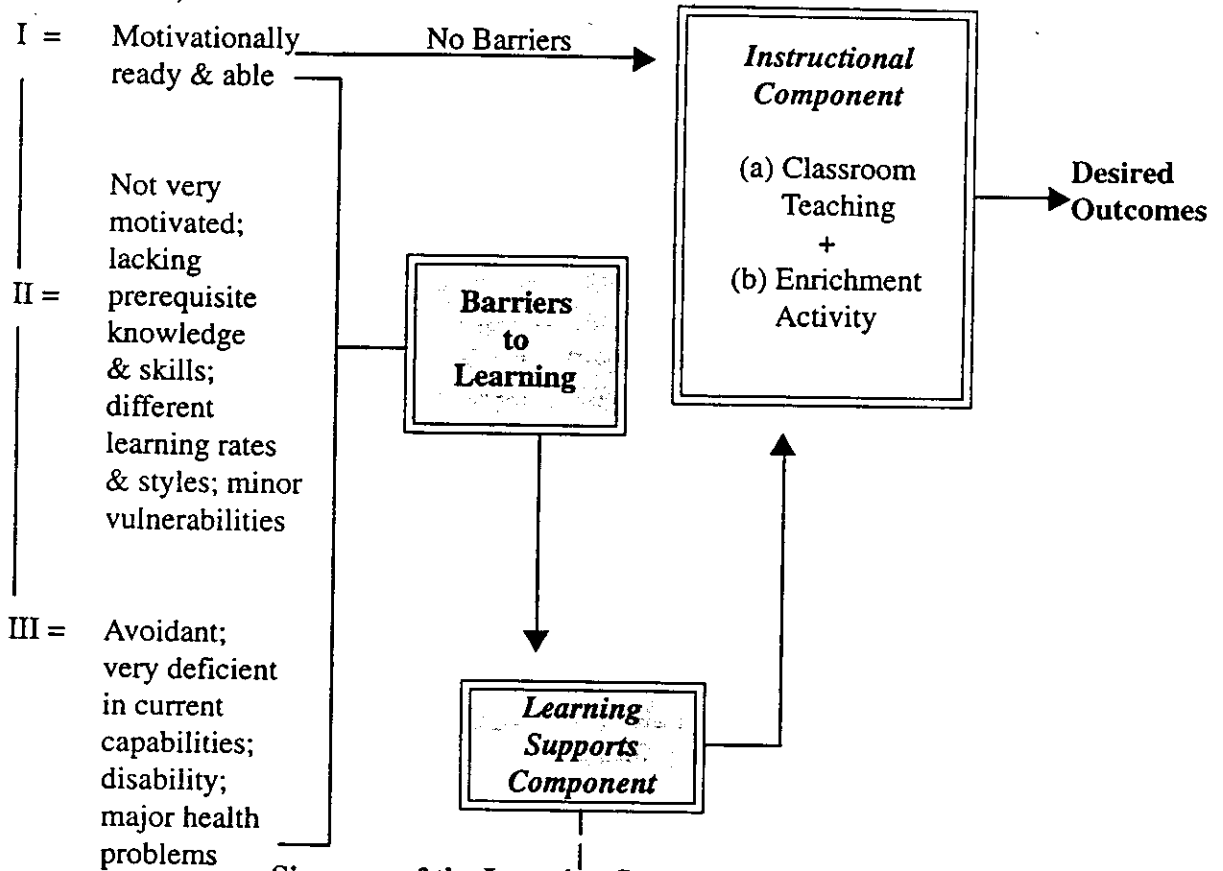
Work in the area of Community Outreach requires (see Appendix A for specific examples):

- Programs to recruit community involvement and support. This can include linkages and integration with community health and social services; cadres of volunteers, mentors, and individuals with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; and formal partnership arrangements
- Systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors and counselors) and professionals-in-training to provide direct help for staff and students
- Outreach programs to hard-to-involve students and their families, including those who do not come to school regularly, truants, and dropouts
- Celebrations and cultural events to enhance community-school connections (orientations, open houses, performances, cultural and sports events, festivals, celebrations, workshops, and fairs)
- Relevant education for stakeholders (parents, students, teachers, administrators, staff, and community members).

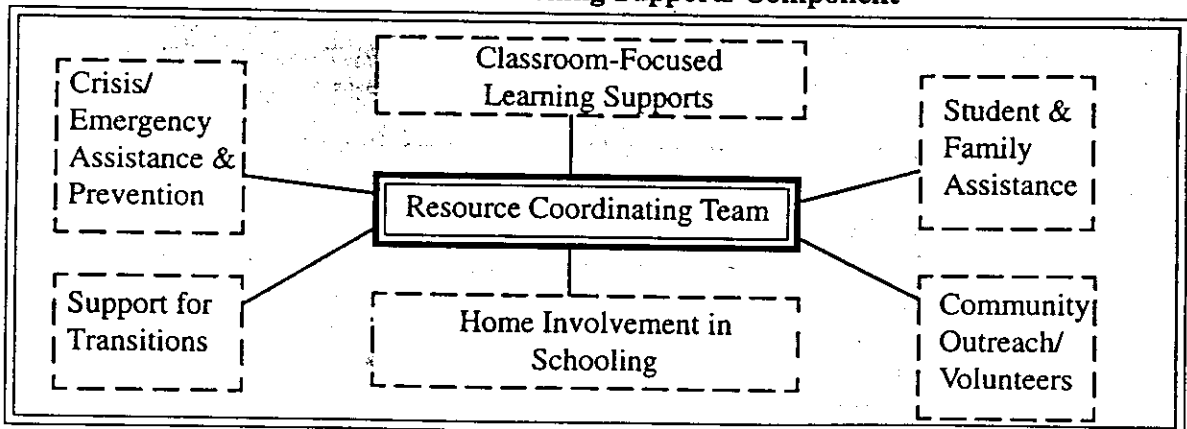
The flowchart on the following page (Figure 1) illustrates the role of Learning Supports in facilitating instruction. For the two types of learners not motivationally ready and able for instruction, work in one or more of the areas of Learning Supports may be necessary to overcome barriers to learning. The seventh box in the Learning Supports graphic represents the Resource Coordinating Team. The Resource Coordinating Team is a management group that ensures the proper functioning of the Learning Supports component. Its role is described in greater detail in the following

Figure 1: The Learning Supports Component: A Comprehensive Approach to Addressing Barriers to Learning. The component weaves six areas of learning supports activity into the fabric of the school, addressing barriers to learning and promoting healthy development for all students.

Types of Learners
(Categorized by their response to academic instruction)



Six areas of the Learning Supports Component



Moving Diamond: Volunteer Mentoring

The Moving Diamond model and its practice provides the structure and process for creating important mentoring relationships between students, schoolbased adults, and community members. Mentoring is a one-to-one relationship between an older person and a younger one for the purpose of passing on knowledge, experience and judgment, or for providing guidance or friendship.¹ Thus, the mentoring of the Moving Diamond is an important aspect of the Learning Supports component. It may be coordinated through the Family and Community Center and should be considered an important avenue for community volunteer involvement.

The Moving Diamond is a model that provides identified Urban Learning Center students with multiple advocates who play an active role in a student's welfare and development. Teachers have often filled the role of mentor but the Urban Learning Centers design provides a variety of mentor models: teacher, parent, school staff member, community member, and businessperson. Elementary, middle, and secondary school students can benefit from mentoring relationships.

The Moving Diamond is comprised of the student who is the focus of the diamond; an adult in the school; another, older student; and an adult from the local community. The school adult may be a teacher, administrator, paraprofessional, or other staff person. The community adult may be the student's parent, another student's parent, a senior citizen, a businessperson, or a youth service agency volunteer.

¹ The intellectual roots of the Moving Diamond are found in the recent work of sociologist James Coleman (1987), who coined the term "social capital" and advocated new institutions and structures to provide children with access to such capital. The psychological roots of the Moving Diamond are found in the needs of children. Today, children grow up in a society that is more fragmented than in the past. The Moving Diamond model creates an opportunity for children to interact with adults and other children much in the way an extended family or small community would in the past.

OPENING THE GATES:
Learning Supports
at
Elizabeth Learning Center

From Vision to Reality - Opening the Gates

A new child arrives at school and gets an official welcome and orientation from a specially trained peer.

A family comes to the school to get health care and counseling services.

A young mother shows up at school for adult-education classes, confident with the knowledge that her child is safe at a no

It's no wonder that the 2,800-student Elizabeth Learning Center is a hub of activity, because these kinds of happenings and more go on every day inside the gated complex here in Cudahy.

Actually, it wasn't so long ago that these gates effectively kept the community out. As recently as five years ago, all of this community-related activity was just a vision of a few education reformers. But with clear ideas, a few grants, dedicated staff and volunteers, and a lot of hard work, the dream of making Elizabeth Learning Center a comprehensive Learning Center is finally becoming a reality.

The vision for this gritty, working class city east of Los Angeles was to create an educational center that focused not simply on learning, but on enabling students to learn. As these "Learning Supports" - such as a comprehensive referral and counseling, system, organized community outreach, and extensive volunteer involvement - have taken shape, this pre-K- 12 school is moving closer toward being able to help students and families that might otherwise suffer from lack of services.

Learning Supports Design

The Elizabeth Learning Center took on this design in 1992 when it became one of the first Urban Learning Centers sites. The Urban Learning Centers, developed with the support of the New American Schools Development Corporation, represent a public-private collaboration of the Los Angeles Unified School District, United Teachers Los Angeles, and the Los Angeles Educational Partnership.

The Urban Learning Centers design is a comprehensive urban school model that aims to create a learning environment where high-quality instruction is supported by strong connections to the community. The design is composed of three parts: **(Teaching and Learning, Governance and Management, and Learning Supports)**.

The *Learning Supports* component includes the following:

- Classroom-focused enabling
- Crisis/emergency assistance and prevention
- Support for transitions
- Home involvement in schooling
- Community outreach
- Student and family assistance

The Learning Supports portion aims to restructure and integrate school and community resources to improve the health and well-being, of students and families. But they are not meant to be simply add-ons or fragmented service offerings. The idea is to enable students to learn by creating a seamless structure of support from within and outside of the school building.

"Our thought and design started from saying, we need something more than integrated services. We knew that if you were going to have a real impact on addressing barriers, you would have to do something that was thoroughly a part of the whole school operation, weaving in the community."

-- Howard Adelman. Professor of psychology and Co-director of the School Mental Health Project/Center for Mental Health in Schools at UCLA.

“Nerve Center” of Activity

At Elizabeth Learning Center, the Family Center is essentially the nerve center of the Learning Supports structure. In any given day, parents walk in to sign up for adult education classes or for volunteering, students come in for counseling, appointments, and various committees and panels meet to discuss planning and operations.

The school has made clear its commitment to the Learning Supports structure in its decision to pay a full-time release teacher to coordinate the center. It also pays for five 15-hour-per-week "community representative" positions, in which parents coordinate different aspects of the Learning Supports programs. "If the school didn't have this overriding philosophy, we probably wouldn't derive these positions," says Mary View-Schneider, the Family Center director. As evidence, View-Schneider cites a recent school budget meeting where attendees discussed the need for continued backing of the Learning Supports - a line item that might be the first thing cut in any other school.

"Integrate, Integrate, Integrate"

The services offered at the learning center are broad and varied. And since no single service can be isolated from the rest, the recurring theme seems to be "integrate integrate, integrate." For one thing, the Family Center plays host to a wide variety of different *counseling services*. In addition to a five-day-a-week school psychologist, the school also offers students and families weekly appointments with a social worker, a special -education psychologist, a marriage_and family counseling intern, and a social work intern.

A carefully designed *referral plan* helps teachers find appropriate resources for students and helps families get the help they need. And the offerings seem to be appreciated: View-Schneider notes that one family called the center after having moved out of the neighborhood to ask if family members could come back to the school to talk with one of the counseling interns.

Rolling Out the Red Carpet

Welcoming Newcomers

On most school days, between 7:30 and 9:30 A.M., Elizabeth Learning Center parent Elizabeth Alvarez is the first person other parents will see when they arrive at the school.

From a little desk in the lobby, Elizabeth is ready to welcome new parents who come to the school. But her job isn't simply a matter of offering a greeting and a handshake. She has come prepared to hand out packets chock-full of information for the new parents - and for new students as well - in the hopes that they will quickly consider themselves part of the community.

Alvarez, the head of the school's welcoming committee, is one of the school's "community representatives." She is paid for 15 hours per week, but her work often goes well beyond that time.

For the new parents, she puts together information such as maps, schedules, summaries of the family health clinic services, and volunteer applications. She gives them a tour of the school. And she leads a once-a-month orientation session for parents. For the new students, she assembles folders containing maps, paper, pencil, and a place to write down their new teacher's name and room number.

Within the school, she helps coordinate the "peer buddies" program, in which one boy and one girl from grades 2-12 are designated to act as a special friend for new students.

The peer buddies kit she puts together includes, among other things, suggestions of things the buddies can say to the new students. "Think about how lonely it can feel at a place where you don't know anyone," reads one part of the kit. "Help the new student feel less lonely by spending recess and lunch with them for their first week of school."

Alvarez, who has a son in 8th grade has lived in the area for three years.

"I wanted my son to attend this school, so we moved here," she says. "I thought this was the best place for him to attend." Alvarez adds that she's seen a big difference in the level of parental involvement over the course of her three years. The adult classes bring more parents to school, she says, and of course the welcome and orientation don't hurt either.

The Family Center also serves as home to the transition support services, in which new students and parents get the red-carpet treatment when they arrive at the school's doorstep. This kind of support is necessary, organizers say, because the high student body turnover at the school means new faces all the time.

New students, for instance, receive a few accessories that they might need on the first day: a shiny new pencil, a few blank sheets of lined paper, and a green folder to hold everything together. Inside the folder is also a map of the school, and a carefully folded leaflet where the student can write down the teacher's name and room number. "Welcome to Elizabeth Street Learning Center" reads the leaflet. "We're glad you're here."

New parents receive a packet filled with maps, schedules, and information about the school, including an application to be a volunteer. Although most materials are available in both English and Spanish. View-Schneider explains, many parents still have problems understanding the unfamiliar forms. Thus, parents who are trained to help new parents with the paperwork volunteer valuable time to aid in the transition.

Valuable Volunteers

Coordinating Volunteers

Norma Contreras not only organizes parent volunteers at Elizabeth Learning Center, she gives them the inspiration to volunteer. She keeps a birthday calendar so that she can remember each volunteer's special day with a greeting and a little gift. She organizes a potluck dinner once a month and sometimes she even goes along with others on their volunteer assignments.

Contreras does all of these things because she understands that it's not always easy for parents to find the time to get involved. "Volunteering is hard because parents have a lot of other things to go home to," she

"I just love this job."

says. "But when we give them these good things, they have more energy." It appears that she must be doing

Norma Contreras, parent

Parents, of course, are also involved in a host of other *volunteer positions* at the school, from assisting in school safety and maintenance tasks, to monitoring the lunchroom and the schoolyard, to helping out in the classrooms.

Their contributions are indeed substantial: A sign in the family center announces that parents volunteered a total of 1,009 hours in September, bringing the total for the threemonth period to 3,280 hours, or \$26,240 in free services to the school.

something right: the school has 75 active parent volunteers. In a recent month, the parents logged more than 1,000 volunteer hours.

Contreras began by working in the school herself as a volunteer. Now she is paid for 15 hours a week as a "community representative". She enlists parents for duties such as helping out with school security and maintenance, assisting in the classrooms, and working in the child care center. She painstakingly maintains lists and charts showing who volunteered. And she's not shy about getting on the phone with parents when volunteers are needed.

"My relationship with the parents is to talk to them, help them, and give them examples of what kind of help they can give," says Contreras, who has three children at Elizabeth Learning Center.

Contreras' work as a coordinator has obviously helped bring many more parents into the school. But the coordinator job has also helped boost her ambition to continue her own education, and it has filled her with pride in what she's done. In fact, she's prepared a curriculum on self-esteem that she's going to present to parents at an upcoming workshop. "One parent said, 'You made my day today,'" she says, beaming.

Linking Schools to Parents & Communities

Over the past 5 years Elizabeth Learning Center has also developed an array of *adult education on* offerings, from English as a Second Language, to computer skills, to knitting. Nearly 1,000 adults participate in the classes, which are offered from anywhere between 7:30 in the morning until 9:00 at night. In many other schools, the day school is very different from the night school, says Carol Valentine, the adult education coordinator. Yet at Elizabeth Learning Center, she says, one is simply an extension of the other. For instance, if a student is having a hard time with English in the classroom, the referral system works such that the adult education coordinators then contact the parent to see if he or she wants to take an ESL class.

"The child-care component has been key because it allows parents to come in and know their child is next door and they're learning. "

Emilio Vasquez. Principal

But what really distinguishes the Elizabeth Learning Center adult education offerings is the oncampus child-care program for which the parents themselves have assumed responsibility. Parents attending the classes may bring their child to the child-care center for the nominal cost of \$1 per day. And parent volunteers in turn staff the center, a large room adjacent to the adult classroom. The center serves children between the ages of one to 14, and generally hosts 25 children in the morning, 55-60 in the afternoon, and 10-15 at night. Emilio Vasquez, the school's principal, says he is amazed at the extent of participation and the organization it takes for the parents to coordinate this kind of activity.

View-Schneider adds that the comprehensive adult education pro-ram has ripple effects that will be felt for a long time. For instance, she has already noticed that children of parents enrolled in English classes were coming into school with a much more ready understanding of English.

Last but not least, Elizabeth Learning Center is perhaps most deeply connected to the community through its *on-campus health clinic*. The clinic provides a range of health services, including primary health care, prescriptions, care for acute conditions such as asthma, health education and nutritional counseling, immunizations, and screening for tuberculosis, diabetes, and cholesterol. It represents a community collaboration, with support from St. Francis Medical Center and California State University at Dominguez Hills. The clinic provides services to all Learning Center students free of charge; parents and siblings of students pay according to ability. And not surprisingly, the Family Center and the health clinic are coordinated so that they share referrals for health, counseling, and other family services.

Health Academy Brings in Community

Elizabeth Learning Center has also strengthened its ties to the community on the academic front through its *Health Academy*, a program geared toward careers in health for students in grades 10-12. In fact, the academy marks one of the more radical changes at the school in recent years. Five years ago, there was not even a high school on campus.

In the spring of 1997, 43 of 45 health academy graduates were college-bound.

The Health Academy is a school-within-a-school program that receives funding as a state-supported California Partnership Academy. It features service learning activities and community service for 10th grade students, professional mentor partnerships for 11th grade students, and internship opportunities for 12th grade students.

All of these activities are carefully fully coordinated with the help of community partners, including California State University's Dominguez Hills and Los Angeles campuses, Cerritos Community College, the local Kaiser Permanente office, and St. Francis Medical Center. The higher-education institutions provide instructors and information on curriculum offerings, while the institutional partners offer internship and on-the-job observation opportunities.

Lisa C. Kramer, the Health Academy lead teacher, says that organizers primarily spent the first four years building the program's infrastructure and refining the curriculum. And now they've got an eye toward improvements for the future. "We finally have got our process where it works," she says. Now, she adds, the academy's managers can focus on long-term evaluation of students and building up more parental involvement. "The strength of the program is that they're willing to look at it and adapt it," observes Bonnie Jones, a health care consultant who helped design the academy. "This program is going to continue to evolve." And, adds Jones, it's hard to separate the Health Academy from other programs at the school, now that they've become so closely integrated.

"The school, the clinic, the Health Academy, they're all intertwined. We're all starting to benefit from everyone else's programs."

-- Bonnie Jones. Health Care Consultant

*About the New American Schools' Urban Learning Center Model

Learning Supports at Elizabeth Learning Center

As part of a venture supported by the New American Schools Development Corporation to development "break-the-mold" comprehensive school reform designs, an evolving demonstration of the concept of *Learning Supports* was initiated at Elizabeth Learning Center (formerly the Elizabeth St. Elementary School). With the full commitment of the Los Angeles Unified School District's administration, the teachers' union, and a variety of community partners, the site has been transformed over a period of several years into a pre-K through grade 12 model.

The model encompasses a three component approach to school reform. That is, the design not only reforms curriculum/instruction and governance/management, it *addresses barriers to learning* by establishing a comprehensive, integrated continuum of *learning supports* as a third essential component. As it evolves, this Learning Supports (or "enabling") Component is providing local, state, and national policy makers with an invaluable framework and concrete practices for enabling students to learn and teachers to teach. Key to achieving these educational imperatives is an ongoing process by which school and community resources for addressing barriers to learning and development are restructured and woven together.

By fully integrating an emphasis on addressing barriers, the Learning Supports (or enabling) Component provides a unifying framework for responding to a wide range of psychosocial factors interfering with learning and performance. Besides focusing on barriers and deficits, there is a strong emphasis on facilitating healthy development, positive behavior, and asset- building as the best way to prevent problems and as an essential adjunct to corrective interventions. In defining the component as one that both addresses barriers to learning and promotes healthy development, the framework encompasses the type of models described as full-service schools -and goes beyond them in creating an approach that is much more *comprehensive*.

Emergence of a comprehensive and cohesive component to enable learning by addressing barriers involves:

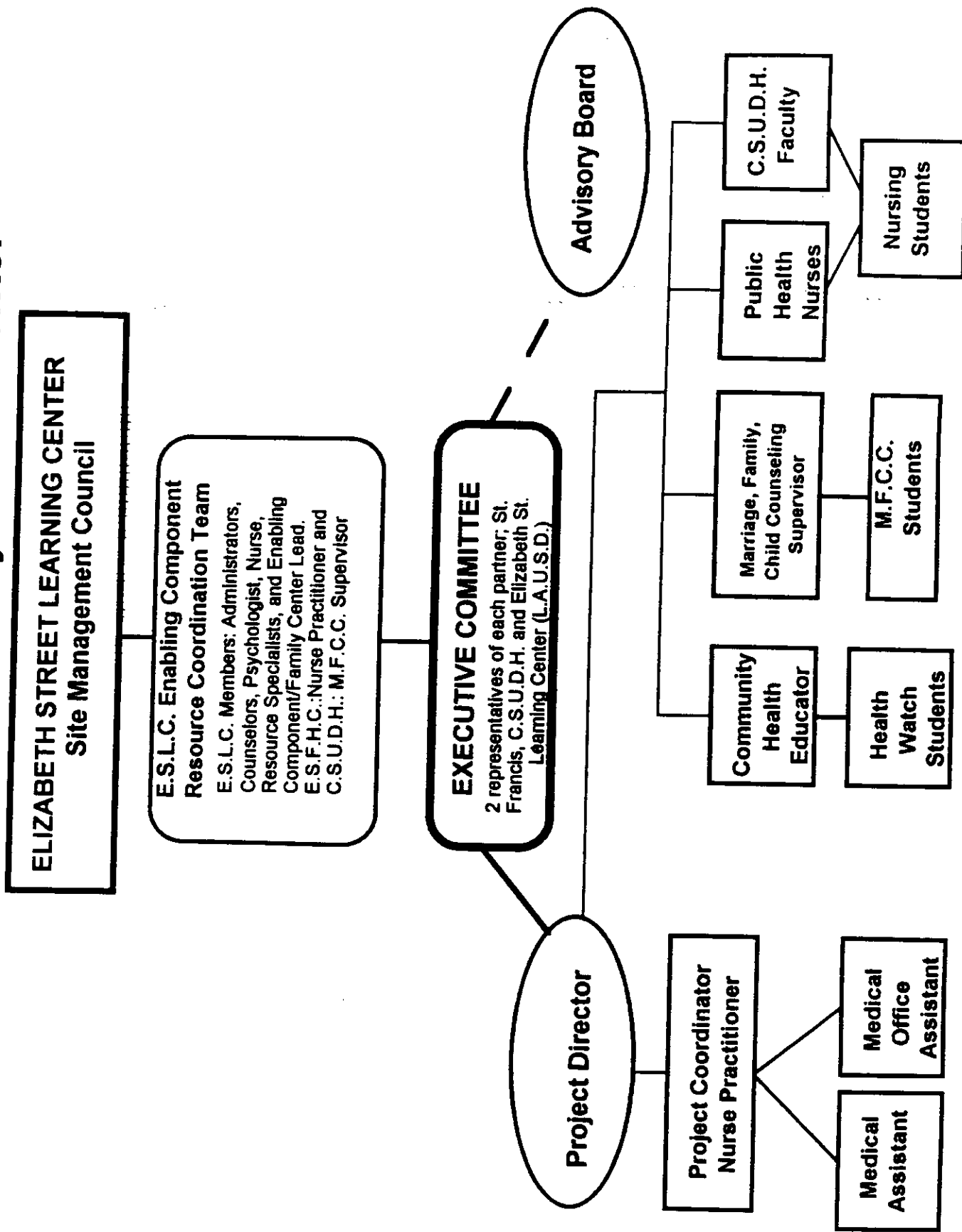
- weaving together what is available at a school,
- expanding this through integrating school, community, and home resources,
- enhancing access to community resources by linking as many as feasible to school programs.

With respect to restructuring, it 'involves a rethinking school-owned enabling activity, such as pupil services and special and compensatory education programs. Mechanisms are developed to coordinate and eventually integrate these school-owned resources and blend them with community resources. Restructuring also must ensure the component is well integrated with the developmental/instructional and management components. This minimizes marginalization and fragmentation, and ensures programs to address problems play out at the classroom level, schoolwide, and throughout the neighborhood. Operationalizing such a component requires a framework delineating basic areas of enabling activity (e.g., 5-7 areas of learning support). It also 'involves creating an infrastructure to ensure such activity continues to develop and evolve throughout a school.

Enrollment at Elizabeth Learning Center has increased to 2,800 -- with 2200 in K-8 and 600 in grades 9-12. Recent reports indicate increases in achievement test performance at all grade levels. Drop out rates declined to 1.22% (compared to 5.28% in surrounding schools and a district-wide rate of 7.84%). Daily attendance averages 92%. Graduation rates for the first two cohorts were 100% and 98%, respectively, with the majority going on to post-secondary education. With respect to parent and community involvement besides the 1,000 plus attending adult education classes from 7:30 a.m. to 9:00 p.m, local volunteers provide over 12,000 hours each year. Among the important effects of the adult education program is that with so many parents enrolled *in English-as-a-second language courses, *increasing numbers of students from Spanish speaking homes are entering the school speaking both languages. Thus, there has been less need for bilingual resources in the early grades.

Extensive progress has been made in designing the Elizabeth Learning Center. But there is much more to be done, and several critical expansions are just being developed. One encompasses broadening the nature and scope of adult education at the school and fostering vocational opportunities. (Early in the reform process the site developed a contract with the local community adult school and began offering ESL classes, pre-GED preparation, citizenship, computer literacy, and parenting and parent leadership training. Two parent cooperative child care centers already are operating day and evening to enable parents to attend.) Another area for growth involves programs to enhance *kindergarten readiness* (e.g., by adding Head Start). Such additions should contribute markedly to the educational

Policy Making Chart For Elizabeth Street Family Health Center



Elizabeth St. Learning Center (ESLC) Policy and Decision Making Flow Chart

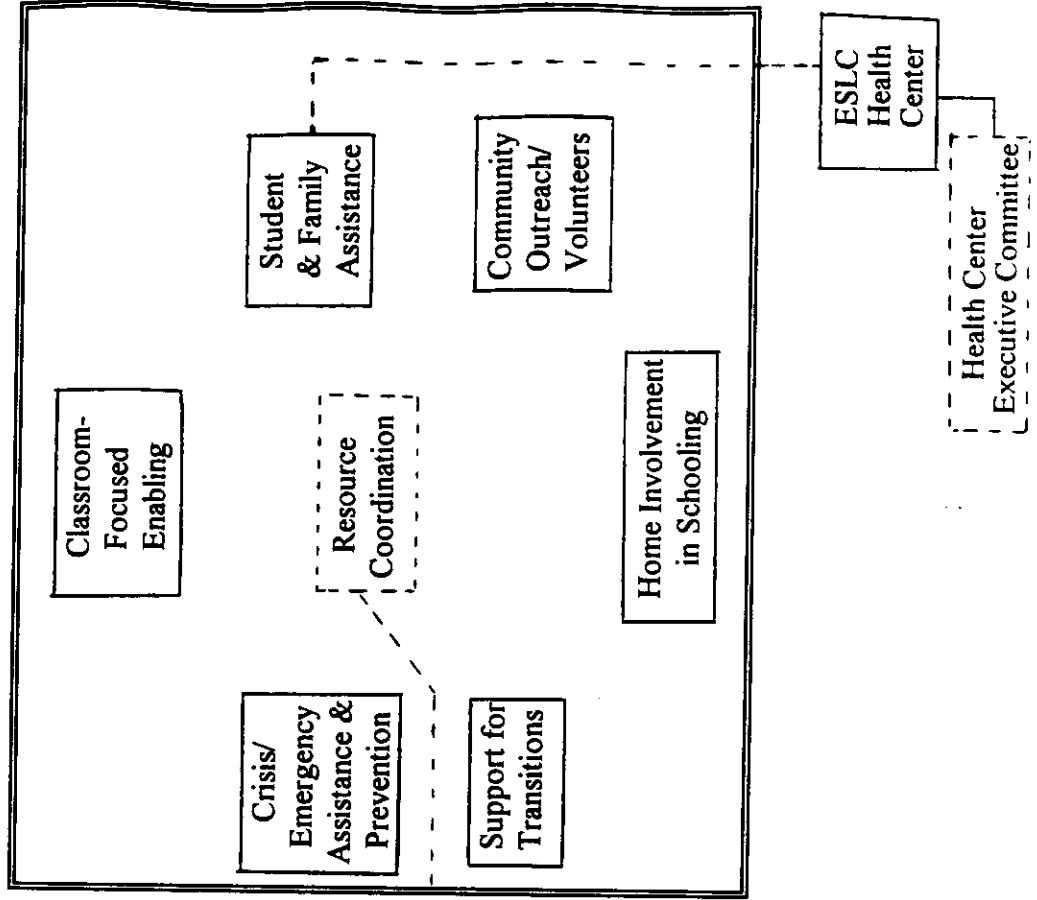
Focus on the
Enabling Component¹

Site Management Council-- the decision making body for ESLC. Made up of representatives from all stakeholder groups (parents, students, classified staff, certificated staff, administrators, and eventually community representatives -- currently about 20 members)

Enabling Component Committee -- the policy formulation body for the Enabling Component. Made up of reps. from all stakeholder groups who, by role or interest, want to help evolve a comprehensive, integrated approach for addressing barriers to learning and promoting healthy development. (currently 29 members -- *about 1/3 of the staff*)

Resource Coordinating Team -- the body that manages and enhances systems to coordinate, integrate, and strengthen Enabling Component programs and services. Made up of leaders of each of the Components six areas as well as the administrative lead for the Enabling Component. Includes reps. of community agencies that are significantly involved at the site. (about 15 members)

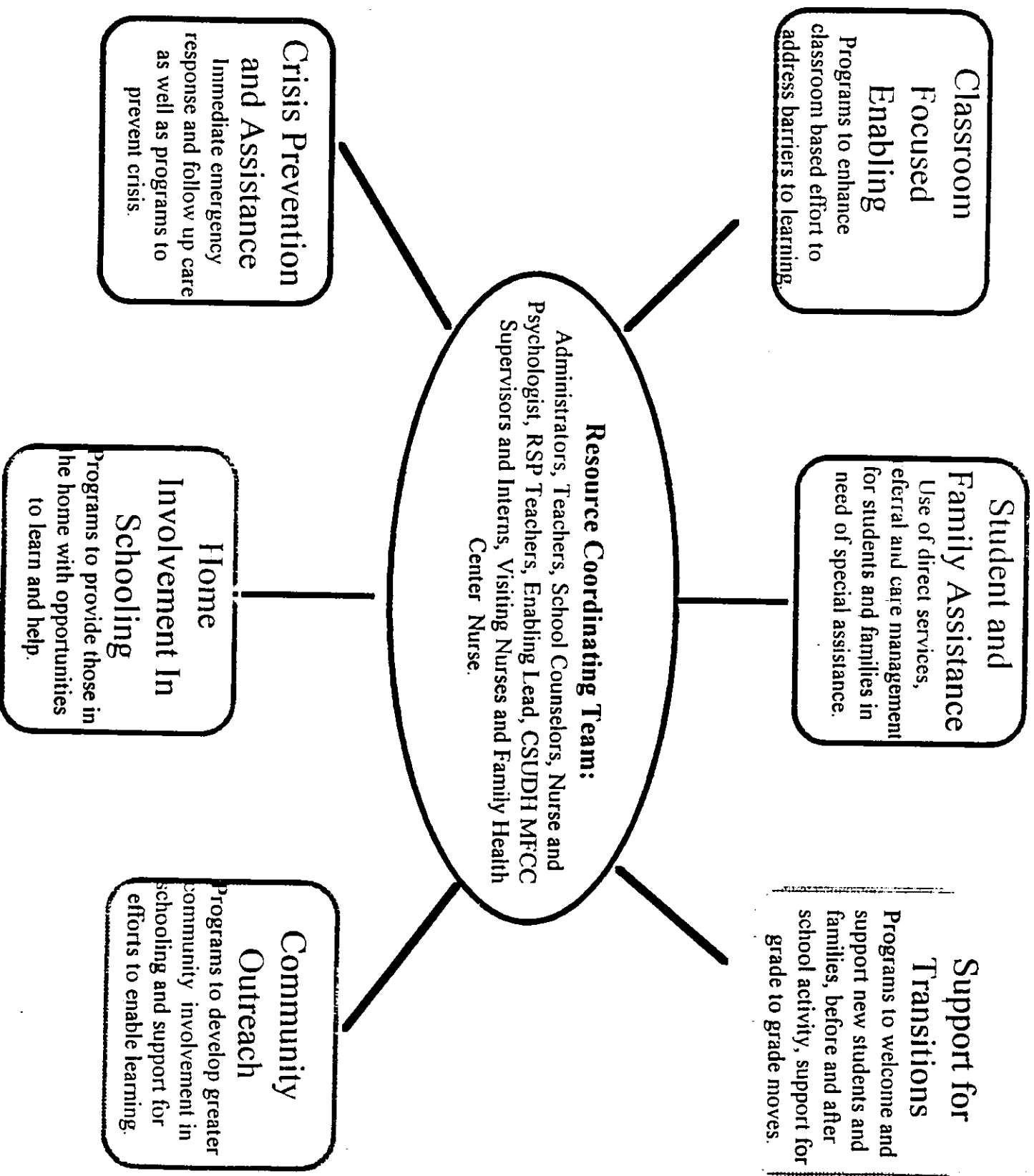
Enabling Component Steering Committee -- the body that keeps a focus on the long-range effort to evolve the Enabling Component. Made up of the principal, key leaders responsible for the component at the site, and several committed advisors from the field (district and university). (13 members)



¹A component to enable learning by addressing barriers to learning and enhancing healthy development

**Mapping of the Six
Programmatic Areas
of the Enabling
Component at E.L.C.**

The Six Programmatic Areas of Enabling



Classroom Focused Enabling
Programs to enhance classroom based effort to address barriers to learning.

Student and Family Assistance
Use of direct services, referral and care management for students and families in need of special assistance.

Support for Transitions
Programs to welcome and support new students and families, before and after school activity, support for grade to grade moves.

Resource Coordinating Team:
Administrators, Teachers, School Counselors, Nurse and Psychologist, RSP Teachers, Enabling Lead, CSUDH MFCC Supervisors and Interns, Visiting Nurses and Family Health Center Nurse.

Crisis Prevention and Assistance
Immediate emergency response and follow up care as well as programs to prevent crisis.

Home Involvement In Schooling
Programs to provide those in the home with opportunities to learn and help.

Community Outreach
Programs to develop greater community involvement in schooling and support for efforts to enable learning.

Classroom- Focused Enabling

**Programs to enhance
classroom - based efforts to
address barriers and thus
enabling learning.**

Current Programs

- Stakeholder Development
- Moving Diamond Mentor Program
- Impact Educational program for prevention of drug and alcohol abuse
- SANE
- Tutoring in class and after school
- Student Counselors from local colleges and universities
- College Students from CSUDH
- High School JTPA workers assigned to work in rooms up to 20 per quarter
- High School Students paid by to provide tutoring
- Parent Volunteers
- Mentor Teachers
- Referral Process Student Study Team
- Support from resource personal for teachers directly to students and teachers
- Accelerated Reading Program
- Practitioner/Peer Coaching from teacher to teacher
- Small Team Teacher Study Groups
- Teacher Selected Professional Development
- Teacher Clusters
- Student Incentive or Recognition Program
- Two LEARN days for Class. Foc. Enab.

Current Team

Mary View-Schneider

Point Person

Other members form the Enabling Learning Committee

Expansion of and/or Desired New Program

- Additional tutoring programs
- Ongoing recruitment of college, high school students and parents to volunteer during class time to work one on one or small group with students because this program really works
- Recruit more adult mentors
- Additional Peer Coaching Models
- Curriculum Coordinator with an emphasis on early literacy acquisition
- Campus wide value and/or conflict training during class time to foster social responsibility i.e. TRIBES/Second Step
- Increase Student Incentives Program
- Increase programs that involve parents and teachers as partners

Home Involvement in Schooling

Programs to provide those in
the home with opportunities

Current Team

Carol Valentine and Karma Aguilar*
Point Persons

Other members form the Enabling
Learning Committee

*parent

Current Programs

- Adult Education:
 - English as a Second Language
 - Parenting Classes
 - Spanish Literacy
 - Citizenship Classes
 - Small Business Classes
 - Aerobics/Sewing
- SRLDP Parent Participation and Parent Classes
- Comadres, Parent Advocate Training
- Parent membership and leadership on Site Management, School and District Level Title One and Bilingual Councils
- Parent led classes
- Parent classes on ways to help their child from Title One program
- Parent child care training
- Parent Volunteers
- Back to School Night Participation
- Open House Participation
- Student Conference Attendance
- Participation of parent volunteers in school beautification program
- Parent volunteers on campus
- Meetings will be held to inform parents of new district student standards

Desired New Programs

- Parents volunteer about 500 hours per month but we would like to increase this
- Increase parent participation especially in older students conferences, Back to School Night and Open House
- Presently applying for Early Literacy Grant

Student & Family Assistance

Use of direct services,
referral and care management
for students and families in
need of special assistance.

Current Programs

- *Early Literacy small group tutoring program
- *ESL transitional readers tutoring program
- *CSUDH Counseling Interns (supervision paid for out of Kellogg Grant)
- *FASTNET Electronic Service Data Matching System
- *Consultation and Case Review Panel (members include school site personnel, nurse practitioner from Health Clinic and MFCC Supervisor)
- *Student Study Team
- *School Counselors provide individual and group Counseling to students
- *IMPACT Program
- *Conflict Resolution (peer mediation)
- *ELC Family Health Clinic
- *ELC Family Center (staff provides immediate support to students and family in crisis)
- *Parents trained as Community Advocates
- *Moving Diamond Mentor Program
- *Bell Cluster Resource Team
- *Bell Cluster Teen Pregnancy Prevention Grant
- *Bell Cluster Wellness Grant
- *Parenting Classes provided by Adult School
- *PSA Counselor (student attendance counselor)

Expansion of and/or

Desired New Programs

- *Adult Support Groups
- *Additional Counseling Groups for High Risk Teens and Parents (*we are working with the City of Cudahy and a service provider to bring these programs on site*)
- *Recruitment of more MFCC Interns

Current Team

Point Persons - C. Melvin & G. Burbank

Members are part of the Enabling Committee

Crisis/ Emergency Assistance & Prevention

Immediate emergency response and follow up care as well as programs to prevent crisis.

Current Programs

- *School Crisis Team and Plan
- *District Crisis Team
- *Suicide Prevention Program LAUSD
- *Linkages to local churches
- *CSUDH Counseling Interns (supervision paid for out of Kellogg Grant)
- *FASTNET Electronic Service Data Matching System
- *Consultation and Case Review Panel (members include school site personnel, nurse practitioner from Health Clinic and MFCC Supervisor)
- *Student Study Team
- *School Counselors provide individual and group counseling to students
- *IMPACT Program
- *Conflict Resolution (peer mediation)
- *ELC Family Health Clinic
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- *Bell Cluster Wellness Grant
- *Parenting Classes provided by Adult School

Expansion of and/or Desired New Programs

- *Adult Support Groups
- *Additional Counseling Groups for High Risk Teens and Parents (*we are working with the City of Cudahy and a service provider to bring these programs on site*)
- *Recruitment of more MFCC Interns
- *Create an Emergency Fund
- *Expanding and updating current crisis team
- *More parent education around crisis issues

Current Team

Point Persons - R. Rushickie
Members are part of the Enabling Committee

Support for Transitions

Programs to welcome and support new students and families, before and after school activity support for grade to grade moves.

Current Programs

- *After School Clubs
- *Health and Information Technology Academies provide Internships and Mentors for High School Students
- *Student Agendas/Organizers paid for out to Enabling funds to assist students transitioning from elementary to middle school and from middle school to high school
- *Welcoming Club - one of the Family Center staff members coordinates this program. The program establishes a parent volunteer in the main office to greet new parents and assist with paperwork
- *Peer Buddy Program, students are trained to welcome new students to school.
- *Service Learning Program
 - *JTPA Federally Funded program that provides students with pay for on site jobs coordinated by Family Center
 - *College Fairs
- *Health Watch Program, high school students are trained to do educational programs on site and around the community in conjunction with Kellogg Grant Health Educator
- *College Awareness Program provided with Mount

Current Programs cont.

St. Mary's college
*Professional Development Days offered off track and/or on Saturdays to train new staff members around key elements of the LALC Design

Expansion of and/or Desired New Programs

- *Career Day
- *College Center on Campus we *are looking at funding this in conjunction with the Adult School, Head Start and Kellogg Foundation*

Current Team

Point Persons - L. Kramer and E. Alvarez
Members are part of the Enabling Committee

Community Outreach/ Volunteers

Programs to develop greater community involvement in schooling and support for effort to enable learning.

Current Team

Norma Contreras and Emilio Vasquez Point Persons
Other members form the Enabling Learning Committee
*parent

Current Program

- Volunteer Program/Coordinator: Parent volunteers provide about 1000 hours per month to ESL
- Classes for Volunteers provided by LAUSD Parent Outreach Workers
- Health Watch Program: In partnership with St. Francis Medical Center Health Academy Students do community outreach to provide health information through newsletters and Health Fairs
- Family Center Provides direct services to families or refers out to partners or other agencies
- Comadres Training: Parents trained to be advocates for other parents
- Leadership Training provided by Bilingual and Title 1 programs
- Classes provided by Title 1 to support education in the home
- Adult Education: English As A Second Language, Parenting Classes, Citizenship Classes, Basic Computer skills
- Parent membership in Site Management, Bilingual, and Title One Councils
- Back to School Night/Open House
- Dental Hygiene Program
- Teacher/parent conferences

Expansion and/or Additional of New Programs

- Family Literacy Program*
- Head Start Day Program*
- Classes for parents by age level of children to provide them with information about their children's educational program
- More teacher led parent workshops
- Student/parent conferences
- Booster Club
- Parent Club i.e. PTSA

*Both of these programs are in the process stage and grants are being written